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To: All School and  
Staff Chiefs

Fr: DTR

6/05

John:

see pp. 6 + 9

more.

# PROBLEM SOLVING SEMINAR #5

25X1A

22 - 26 JUNE 1970

PROBLEM STATEMENT: IN WHAT WAYS CAN OFFICE OF TRAINING  
COURSES OR PROGRAMS BE MORE RESPONSIVE  
TO THE FUTURE NEEDS OF THE SUPPORT  
DIRECTORATE?

what are these  
needs?

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COMMUNICATIONS  
FINANCE  
LOGISTICS  
MEDICAL SERVICES  
PERSONNEL  
SECURITY  
TRAINING  
S CAREER SERVICE

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## I. INTRODUCTION

TOWARD THE ACCOMPLISHMENT OF OUR TASK, WE EIGHT ENDEAVORED TO EXPLOIT TRAINING AND EDUCATIONAL EXPERIENCES, IDEAS, OPINIONS AND PROBLEMS UNIQUE TO EACH OF US IN HIS CAREER AS A SUPPORT OFFICER. SOMETHING SYNERGISTIC DID IN FACT OCCUR, AND WE BELIEVE OUR PRODUCT IS GOOD AND IN KEEPING WITH OUR ORIGINAL CHARGE. SPECIFICALLY, WE OFFER RECOMMENDATIONS AND SUGGESTIONS ON THE FOLLOWING:

...ORGANIZATIONAL CONSIDERATIONS REGARDING ROLES OF THE SENIOR TRAINING OFFICER AND THE COMPONENT TRAINING OFFICER AND RELATIONSHIPS BETWEEN THE OFFICE OF TRAINING, THE SENIOR TRAINING OFFICER AND THE COMPONENT TRAINING OFFICER.

...THE ESTABLISHMENT OF A "CREATIVE RESOURCE" MECHANISM UNDER THE DIRECTOR OF TRAINING.

...TWO TRAINING COURSES: A NEW COURSE FOR SUPPORT DIRECTORATE CLERICALS AND A REFURBISHMENT OF THE SUPPORT SERVICES CT COURSE FOR A BROADER GROUP OF YOUNG PROFESSIONALS IN THE SUPPORT DIRECTORATE.

...A SKILLS TRAINING COURSE IN BEGINNING TYPING AND/OR SHORTHAND, IF DETERMINED BY A SURVEY, TO BE WARRANTED BY AGENCY NEED AND EMPLOYEE INTEREST.

...TRAINING POLICY WITH PARTICULAR REGARD TO EXTERNAL TRAINING.

...TRAINING DESIGNS: "MORE WITH LESS."

## II. RECOMMENDATIONS

A. ORGANIZATIONAL CONSIDERATIONS: THE DEGREE TO WHICH OTR TRAINING REMAINS RESPONSIVE TO FUTURE NEEDS OF THE SUPPORT DIRECTORATE IN GREAT MEASURE DEPENDS UPON THE INTERACTION BETWEEN THE SENIOR TRAINING OFFICER (STO), COMPONENT TRAINING OFFICER (CTO) AND THE

OFFICE OF TRAINING. THE FOLLOWING RECOMMENDATIONS ARE OFFERED IN THE INTEREST OF CREATING AN ORGANIZATIONAL ENVIRONMENT WITHIN WHICH INTERACTION MAY DEVELOP IN A CREATIVE, ECONOMIC AND PURPOSEFUL MANNER.

1. SENIOR TRAINING OFFICER

- A. THAT THE STO ESTABLISH CLOSER LIAISON WITH CTO'S AND OTR.
- B. THAT THE STO SCHEDULE PERIODIC MEETINGS WITH ALL CTO'S AND REPRESENTATIVES OF OTR.
- C. THAT THE STO, TOGETHER WITH CTO'S STREAMLINE PROCEDURES RELATED TO NOMINATIONS FOR TRAINING SELECTION BOARD PROGRAMS (E.G., SENIOR SERVICE SCHOOLS).
- D. THAT THE STO ATTEND TRAINING SELECTION BOARD MEETINGS IN THE ROLE OF OBSERVER.

2. COMPONENT TRAINING OFFICERS

- A. THAT THE CTO PLACEMENT IN OFFICE ORGANIZATION REFLECT THE CTO FUNCTION AS ONE WHICH IS VITAL TO THE ATTAINMENT OF COMPONENT GOALS AND OBJECTIVES.
- agree* B. THAT A CLOSER RELATIONSHIP EXIST BETWEEN CTO'S AND CAREER SERVICE BOARDS IN ORDER THAT MAXIMUM TRAINING GUIDANCE MAY BE PROVIDED IN MATTERS OF CAREER DEVELOPMENT.
- C. THAT THE CTO PERIODICALLY SURVEY HIS OFFICE TO IDENTIFY TRAINING PROBLEMS, TRENDS AND FUTURE REQUIREMENTS, AND TO COMMUNICATE THESE FINDINGS TO HIS OFFICE HEAD AND TO OTR THROUGH THE STO AS APPROPRIATE.
- D. THAT THE CTO BE ENCOURAGED TO DEVELOP HIS PROFESSIONAL SKILLS BY PERIODICALLY ATTENDING TRAINING CONFERENCES AND SEMINARS, AND BY HOLDING MEMBERSHIP IN PROFESSIONAL TRAINING SOCIETIES.

3. CREATIVE RESOURCE MECHANISM: WE RECOMMEND THAT A MECHANISM

BE ESTABLISHED TO PROVIDE THE DIRECTOR OF TRAINING WITH A

"CREATIVE RESOURCE" FOR:

A. IDENTIFYING CURRENT AND LONG-RANGE AGENCY TRAINING NEEDS.

B. PROVIDING INFORMATION CONCERNING THE DEVELOPMENT OF NEW TRAINING PROGRAMS AND OPPORTUNITIES IN GOVERNMENT, INDUSTRY, AND ACADEMIA.

C. MONITORING EXPERIMENTAL WORK IN TRAINING METHODOLOGY, TECHNIQUES AND EVALUATION.

B. TRAINING DESIGNS ("MORE WITH LESS"): IN THE SPIRIT OF ACCOMPLISHING MORE WITH LESS AS IN REACHING LARGER AUDIENCES OR IN MAKING AVAILABLE MORE DIVERSIFIED AND TAILORED TRAINING EXPERIENCES IN AN ERA OF TIGHT BUDGETS AND INCREASING TRAINING REQUIREMENTS, WE OFFER THE FOLLOWING RECOMMENDATIONS:

1. THAT LIBERAL USE BE MADE OF TRAINING MODULES RESPONSIVE TO THE PECULIAR REQUIREMENTS OF INDIVIDUAL ORGANIZATIONAL UNITS AS TO SUBSTANCE, TIME AND PLACE. THE ABBREVIATED INTRODUCTION TO THE INTELLIGENCE COURSE OFFERED TO CENTRAL DEPOT AND PRINTING SERVICES DIVISION PERSONNEL IN FULFILLMENT OF AGENCY REGULATION [REDACTED] IS A PARTICULARLY NOTEWORTHY EXAMPLE OF THIS CONCEPT IN TRAINING DESIGN.

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2. THAT GREATER USE BE MADE OF OTR AS A CENTRAL REPOSITORY OF EDUCATIONAL AND TRAINING MATERIALS.

3. THAT INCREASED USE BE MADE OF AUDIO-VISUAL HARD- AND SOFT-WARE. AS AN ILLUSTRATION, WE FEEL THAT CLOSED-CIRCUIT TV AND VIDEO-TAPE FACILITIES MAY BE EXPLOITED MORE PROFITABLY IN THE AGENCY.

DDP/TRO  
CS Trng Committee  
Ops School  
does this now

could be readily  
without appropriate  
background check  
music, etc to  
break monotony  
of TV screen.

PRESENTATIONS BY OUTSTANDING LECTURERS AND DISTINGUISHED  
PANELS FOR LATER SHOWING.

4. THAT CTO'S AND OTR STAFFERS BE ENCOURAGED TO SHOW MORE FLEXIBILITY  
WITH REGARD TO THE EXCHANGE OF TRAINING PARAPHERNALIA AND TO  
UNDERTAKE SELECTED ELEMENTS OF ONE ANOTHER'S WORK.

C. COURSE RECOMMENDATIONS

1. YOUNG PROFESSIONAL COURSE (SUPPORT)

- A. NEED - AT A RELATIVELY EARLY POINT IN THEIR CAREERS, PROFESSIONALS  
WHO HAVE DEMONSTRATED POTENTIAL FOR ADVANCEMENT SHOULD BE  
AFFORDED RECOGNITION FOR THEIR ACHIEVEMENTS AND PROVIDED BOTH  
THE INCENTIVE AND OPPORTUNITY FOR FURTHER DEVELOPMENT. A  
YOUNG PROFESSIONALS COURSE WOULD:

- PROVIDE YOUNG PROFESSIONALS WITH NEW EXPERIENCES AND  
CAPABILITIES MUTUALLY ADVANTAGEOUS TO THEM AND TO THE AGENCY;
- CREATE AN ATMOSPHERE WHICH MANIFESTS THE CONCERN OF THE DDS  
WITH THE PROGRESS OF YOUNG PEOPLE IN HIS AREA;
- FURTHER AN APPRECIATION BY YOUNG PROFESSIONALS OF THEIR  
CONTRIBUTIONS TO OBTAINMENT OF AGENCY AND DDS MISSIONS AND  
GOALS.

- B. SELECTION - TWO CLASSES SHOULD BE CONDUCTED EACH YEAR, TO  
ACCOMMODATE ABOUT 70-80 STUDENTS AND CONSISTING OF DDS CAREERISTS  
WHO ARE:

- NORMALLY IN THE GRADES GS-7 THROUGH GS-12 AND POSSESS BETWEEN  
2-4 YEARS OF AGENCY SERVICE;
- NOMINATED BY THEIR OFFICE HEAD WITHIN OFFICE QUOTAS ALLOCATED  
BY THE DDS.

- this must be related to Agency management problems, techniques, e.g. Fitness reports, FRQ's, Functioning, Career Panels*
- C. CONTENT - TRAINING CONTENT SHOULD PROVIDE FOR AN INCREASED FAMILIARIZATION WITH DDS OBJECTIVES AND PROGRAMS, MANAGEMENT TRAINING, TEAMWORK PARTICIPATION, AND EXPERIENCE IN SOLVING PRACTICAL PROBLEMS WITHIN THE SUPPORT SERVICES. ACCORDINGLY, THE RESULTANT PACKAGE SHOULD CONTAIN THE FOLLOWING:
- SUPPORT SERVICES REVIEW - TRENDS AND HIGHLIGHTS;
  - MANAGERIAL GRID OR SUPERVISION/MANAGEMENT OR OTHER MANAGEMENT TRAINING EXPERIENCE;
  - SUPPORT SIMULATION (GAMING) IN PROBLEMS APPLICABLE TO INDIVIDUAL OFFICES;
  - SUPPORT SIMULATION IN A WORLDWIDE MOCK-UP (HEADQUARTERS AND FIELD) OF GAMING SITUATIONS APPLICABLE TO THE SEVERAL OFFICES.

D. TIME - FOUR WEEKS.

E. IMPLEMENTATION OF SIMULATION - WE RECOMMEND THAT CONSIDERATION BE GIVEN TO EMPLOYMENT OF A CONSULTANT TO WORK WITH THE INTERESTED OFFICIALS, BOTH IN OTR AND THE OFFICES IN THE DEVELOPMENT OF THE SIMULATIONS.

2. POST-EOD NON-PROFESSIONAL COURSE (SUPPORT)

A. NEED - WE RECOGNIZE THE NEED TO ENHANCE THE TRAINING OPPORTUNITIES NOW AVAILABLE TO YOUNG NON-PROFESSIONALS. AS IN THE CASE OF YOUNG PROFESSIONALS, THE ASPIRATIONS OF YOUNG CLERICALS AND OTHER NON-PROFESSIONALS TO FEEL PERSONALLY AND INTEGRALLY INVOLVED IN THE SUCCESS OF THEIR OFFICES AND TO BETTER COMPREHEND HOW SUCH ACTIVITIES FIT INTO THE LARGER DIMENSION OF DDS PURPOSES SHOULD BE ACKNOWLEDGED AND ENCOURAGED THROUGH A POST-EOD NON-PROFESSIONAL COURSE. SPECIFIC PURPOSES OF THE COURSE SHOULD

- PROVIDING INCREASED KNOWLEDGE ABOUT THE SUPPORT SERVICES;
- FAMILIARIZING STUDENTS WITH DDS-WIDE ADMINISTRATIVE METHODS AND STANDARDS;
- REVIEWING CERTAIN FACETS OF TRAINING RECEIVED IN INITIAL CLERICAL TRAINING;
- EXAMINING PERSONAL AND INTERPERSONAL WORK CONCERNS.

B. TRAINING AND ELIGIBILITY - APPROXIMATELY 6 TO 8 MONTHS AFTER AN INDIVIDUAL'S ASSIGNMENT FROM THE POOL TO AN OFFICE, HE OR SHE WOULD BE ELIGIBLE FOR COURSE PARTICIPATION AS DETERMINED BY THE INDIVIDUAL OFFICE. FINAL DETERMINATION OF ELIGIBILITY CRITERIA AND THE KINDS OF NON-PROFESSIONALS THAT SHOULD BE INCLUDED WITHIN THE PROGRAM SHOULD BE RESOLVED AND ANNOUNCED FOLLOWING ONE OR TWO PILOT RUNNINGS.

C. CONTENT - THE COURSE SHOULD BE DIVIDED INTO TWO PHASES, WITH ATTENDANCE OF INDIVIDUAL EMPLOYEES IN PHASE I, PHASE II, OR BOTH, AS INDICATED BY THE REQUESTING OFFICE. SPECIFIC ELEMENTS RECOMMENDED ARE:

*covering what topics?*

PHASE I

- ORGANIZATION AND PRINCIPAL ACTIVITIES OF THE SUPPORT SERVICES AND SIGNIFICANT RELATIONSHIPS WITH OTHER DIRECTORATES (BY OTR);
- PRESENTATION BY INTELLIGENCE AND WORLD AFFAIRS SCHOOL (BY OTR);
- OPPOSITION INTELLIGENCE SERVICES (BY OS); *why by office of security?*
- DISCUSSION OF PERSONAL CONCERNS, PROBLEMS OF INITIAL AGENCY AND COMMUNITY ADJUSTMENT, AND EMPLOYEES' SERVICES AND BENEFITS (BY PANEL CONSISTING OF OTR, OP, OS, OMS);
- SEMINAR ON INTERPERSONAL RELATIONS;

*capsule version of  
IT SURVEY?*



PHASE II

- SEMINAR REFRESHER ON TELEPHONE MANNERS AND UNIFORM METHODS AND STANDARDS IN OFFICE PROCEDURES AND CORRESPONDENCE (BY A PANEL OF SENIOR SECRETARIES FROM DDS);
- BREAKOUT INTO OFFICE GROUPS FOR FURTHER DETAILED DISCUSSION WITH SENIOR SECRETARIES;

D. TIME - THREE DAYS.

E. COURSE DEVELOPMENT - PLANNING, EXECUTION AND REVIEW SHOULD BE A JOINT EFFORT OF THE STO, CTO'S AND OTR.

3. BEGINNING TYPING AND SHORTHAND TRAINING

A. NEED - ADVANCEMENT BY MANY OF OUR CLERICAL PERSONNEL IS PRECLUDED BY LACK OF ESSENTIAL SKILLS IN TYPING AND/OR SHORTHAND. TO THE EXTENT THAT THESE SKILLS CAN BE DEVELOPED THE AGENCY'S INTERESTS ARE LIKEWISE SERVED.

B. PROPOSAL - IF AN OTR SURVEY INDICATES SUFFICIENT AGENCY NEED AND EMPLOYEE INTEREST, A POLICY SHOULD BE ESTABLISHED TO PERMIT THE FOLLOWING:

- TEACH BEGINNING TYPING AND SHORTHAND TO CLERICAL EMPLOYEES WITH GOOD PERFORMANCE RECORDS (NO MINIMAL SKILLS REQUIRED);
- OFFICE AUTHORIZATION OF EXTERNAL TRAINING.

4. MANAGEMENT PLANNING COURSES - AM(P) AND SM(P)

RECOMMEND DISCONTINUANCE OF THE SM(P) COURSE, AND THAT ONE COURSE IN AM(P) BE GIVEN FOR GS-12 AND ABOVE. THIS MOVE WILL INCREASE THE OPPORTUNITIES FOR GROUP INTERACTION OF OFFICERS AT DIFFERENT GRADE LEVELS.

NOTE: CONTENT OF PRESENT COURSES ARE IDENTICAL. WE SEE NO NEED FOR

*But, related to Agency management procedures, policies practices. Emphasis on O/PPB*

D. TRAINING POLICY CONSIDERATIONS

1. EXTERNAL TRAINING - ACKNOWLEDGING THE EXISTING POLICIES CONCERNING EXTERNAL TRAINING AND ITS USE, WE FEEL THAT EVEN GREATER EMPHASIS SHOULD BE PUT ON THE OPPORTUNITIES, AVAILABILITY AND USE OF EXTERNAL TRAINING. WE RECOMMEND:

- A. THAT A MEMORANDUM BE SENT BY THE DDS TO HIS OFFICE HEADS ESTABLISHING UNIFORM GUIDELINES AND ENCOURAGING THE CAREER BOARDS AND CTO'S TO ACTIVELY PROMOTE EXTERNAL TRAINING FOR CAREER DEVELOPMENT.
- B. THE ENCOURAGEMENT OF SHORT-TERM DAYTIME (FULL OR PART TIME) TRAINING AT THE ACCELERATED SUMMER SESSIONS AT THE LOCAL COLLEGES (E.G., GEORGE WASHINGTON UNIVERSITY, AMERICAN UNIVERSITY, UNIVERSITY OF MARYLAND, GEORGETOWN AND GEORGE MASON).
- C. THAT THE USE OF CORRESPONDENCE COURSES BE ENCOURAGED FOR CAREER DEVELOPMENT. THIS IS ESPECIALLY IMPORTANT IN THOSE SITUATIONS WHERE OTHER EDUCATIONAL MEDIUMS ARE NOT AVAILABLE (E.G., WHEN AN EMPLOYEE IS ON AN OVERSEAS TOUR).
- D. THE ENCOURAGEMENT OF LIBERAL POLICY CONCERNING OFFICE APPROVALS FOR SUBSCRIPTIONS TO PROFESSIONAL JOURNALS, MEMBERSHIP IN PROFESSIONAL ASSOCIATIONS AND ATTENDANCE AT VARIOUS SEMINARS, WORKSHOPS AND CONVENTIONS.
- E. THAT THE CTO ASSURE RECOGNITION FOR SUCCESSFULLY COMPLETED EXTERNAL TRAINING BY REMINDING ALL PERSONNEL TO REPORT SUCH TRAINING TO HIS OFFICE.

*Not always practical -  
case officer work can  
end. Could not  
compete with job  
demands.*

*Is tight money a  
factor in this?*

2. SABBATICALS - CONSIDER WIDER USE OF FULL-TIME ATTENDANCE AT LOCAL

COLLEGES AND UNIVERSITIES IN STUDENT, RESEARCH OR TEACHER CAPACITIES. THIS ACADEMIC EXPERIENCE NEED NOT BE IN JOB OR CAREER RELATED FIELDS. EMPLOYEES, OTHERWISE ELIGIBLE, SHOULD BE CONSIDERED FOR THESE SABBATICALS UP THROUGH THEIR 55TH YEAR.

3. ENROLLMENT ELIGIBILITY - FOR ENROLLMENT IN OTR COURSES, WE RECOMMEND THAT FULL CONSIDERATION BE GIVEN TO AN EMPLOYEE'S PRESENT OR ANTICIPATED FUNCTION/ASSIGNMENT AND THAT THE DECISION NOT BE BASED SOLELY ON HIS CAREER DESIGNATION (E.G., SECURITY OFFICERS ARE NOT ACCEPTED FOR ENROLLMENT IN THE OPERATIONS FAMILIARIZATION COURSE OR THE CI OPERATIONS COURSE).

NOT TRUE!

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III. CONCLUSIONS

IMPLICIT IN OUR RECOMMENDATIONS ARE THE BASIC CONSIDERATIONS OF VERTICAL AND HORIZONTAL COMMUNICATIONS, TEAMWORK, AND TRYING TO DO MORE WITH LESS. WE BELIEVE OUR IDEAS ARE RELEVANT AND SALABLE. WE MAY HAVE PROVIDED SUPPORT FOR PLANS AND PROJECTS ALREADY IN EXISTENCE. SOME OF OUR PROPOSALS HAVE AGENCY-WIDE RAMIFICATIONS. WE HAVE CHOSEN NOT TO SECOND GUESS OR BELABOR THEM IN THE BELIEF THAT ADOPTION FIRST IN OUR DIRECTORATE WOULD DELIMIT UNFORESEEN PROBLEMS AND ASSURE OUR CONTROL AND ABILITY TO EVALUATE THESE PROPOSALS DURING THE INITIAL PERIOD OF TESTING AND POLISHING.

IN LIGHT OF RAPID CHANGES IN TRAINING TECHNOLOGY AND AGENCY NEEDS, THIS SEMINAR TOPIC COULD BE PROFITABLY REVISITED IN TWO OR THREE YEARS BY ANOTHER SUPPORT GROUP - PERHAPS AT THE GS-12 OR GS-11 LEVEL, THUS PROVIDING ADDED INGREDIENTS OF A YOUNGER AND MORE JUNIOR VIEW OF THE PROBLEM, OR PERHAPS THE TOPIC MIGHT BE PROFITABLY REVIEWED BY A GROUP COMPOSED OF THE CTO'S.